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ED 7201

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Wiki 2

Six resources/annotations

1. Epp, K.M. (2008). Outcome-based evaluation of a social skills program using

art therapy and group therapy for children on the autism spectrum. *Children & Schools, 30*(1) 27-36.

This article focuses on the use of art and group therapy for children on the autism spectrum. Art therapy is believed to be appropriate for children on the autism spectrum because they are visual thinkers. Children with ASD often lack appropriate social skills and motivation to participate in group activities. The study was based on a program called the SuperKids therapeutic model. The leaders of the group consist of art therapists, school counselors, or special education teachers. The group is made up of approximately 6 students of similar age and communication ability. The leaders direct students to discover how to identify and use appropriate social skills such as eye contact, compromise, and conversation skills. The hour-long group is very structured and facilitates group work and self-exploration.

1. Frost, J.L. (2005). Lessons from disasters: Play, work, and the creative arts.

*Childhood Education, 82*(1) 2-8.

This article describes the profound effects that of natural disasters have on children’s emotional health as well as physical health. The article traces various studies done to show how children are helped through the intervention of play, work and the creative arts. It is stated in the article that children attempt to express themselves through play and the arts even under the most brutal of circumstances. The article traces the coping strategies of children who survived various disasters.

1. Dunn-Snow, P. (1999). A school inclusion approach: Evaluating embedded

assessment within the context of multicultural group art experiences. *Delta*

*Kappa Gamma Bulletin*. *66*(1) 41-50.

This article focuses on a study done by Florida State University art education and art therapy students implemented regarding a Discipline-based Art Education (DBAE) curriculum. The article outlines the study and its components for serving as an inclusion approach to an elementary public school classroom. The article includes its intent to move towards inclusive practices that aim to educate all students with special needs within the classroom. The outcome of the study showed that special needs students are receptive to a DBAE curriculum. The study advocates the idea of defining art as a core subject.

1. Derby, J. (2011) Disability studies and art education. *Studies in Art Education: A*

*Journal of Issues and Research, (52)* 94-111

Derby investigates the field of disability studies and promotes it as a vehicle for the concept of disability to be reorganized. Derby believes that disability advocacy stems from studying the field and beginning a dialogue to elaborate a disability discourse within art education. The article also explores art education researchers’ capacity to contribute to disability studies and collaborate with special education researchers. Derby contributes his thoughts on the problems within art education discourses and the way disability is perceived. Derby believes that the term “special needs” should be reevaluated and questions its connotations.

1. Adu-Agyem, J. (2009) Enhancing children's learning: The art perspective.

*International Journal of Education through Art, 5.2-3.* 143-155

This article focuses on a study done in Ghana, which investigated the link between children’s learning and art. Children were interviewed about and told researchers what they felt about their drawings. The parents of the children were also interviewed and expressed how they felt about their children’s learning. What the study showed was that art did facilitate in connecting children’s expression of emotion. The study also found that art can be used as a form of therapy or a non-verbal communication, and as a way to facilitate interaction between children.

1. Nisenson, K. (2008). Arts for healing: The importance of integrated music

and art in therapy and special education. *Exceptional Parent, 38.3*  42-44.

Nisenson studies the effects of music and art therapy have on children with special needs. The article states that arts therapy is intended to create an environment that promotes the developmental stages that were perhaps missed upon special education students. Nisenson believes that art and music therapy are a mirror into the personality that is portrayed through colors, textures, shapes, melody and rhythm. Art produced by an individual can reflect one’s personality while creating a vehicle for which internal change can occur. Nisenson breaks down the arts therapy process into four main phases: Assessment, creative exploration and the recognition of self, transition into repatterning and living in a “new reality”: integration of internal and external worlds.